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Environmental Awareness Guide to Columbia



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Back Cover - 1979 photo of 3rd grade students from Columbia Elementary School in front of old schoolhouse.	

For the purpose of clarity and brevity we have arbitrarily assigned she to refer to the teacher, he to refer to the pupil. Of course, each pronoun might just as properly be assigned to the other antecedent.

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PREFACE

*Men love to wonder, and that
is the seed of science.*

Ralph Waldo Emerson

On January 20 and 21, 1978, the In-service Department of the Tuolumne County Superintendent of Schools Office offered to the district faculties "The Green Box: A Class In Humanities Environmental Education," developed by Humboldt County Schools Office. Many of the participants felt the need for additional guides for environmental awareness sites which would deal with areas in Tuolumne County.

At the direction of the Tuolumne County Schools Curriculum Council, an Environmental Awareness Sites Task Force was appointed with Mrs. Karen Smith, General Elementary Consultant, Tuolumne County Superintendent of Schools Office, as chairperson and charged with identifying sites and preparing study guides. After on-site exploration, the Task Force identified as areas to be addressed: Pinecrest; The Water Systems of Tuolumne County; The Industrial Area; Columbia Junior College's Arboretum, Lake, and Indian Development; and Columbia Historical State Park.

This present field guide of Columbia Historical State Park is the first product of their work.

These educators believe that this guide, and future guides which may follow, can serve the best interest of the children in the county only if they are studied, used, adapted, and made an integral part of the total curriculum program.

*The body travels more easily than
the mind, and until we have limbered
up our imagination we continue to
think as though we had stayed home.*

John Erskine

Cordially,
June M. McOmber

WHAT IS AN ENVIRONMENTAL AWARENESS SITE?

An Environmental Awareness Site, or E.A.S., is a place outside of the classroom used for the purpose of helping kids to better understand themselves and their relationship to their local environment. Any community setting can be an E.A.S.; but we choose to do an historical site first. When a student explores an Environmental Awareness Site, he sees, hears, touches, becomes-for a moment-a part of what's going on. He begins to have feelings about what he is experiencing and attempts to clarify his values about what he sees around him. He begins to develop a sense of responsibility about the environment which is shaping him.

Day trips into the community have long been recognized as an important part of the educational experience.

An E.A.S. trip is different from a regular field trip. It is not a "look-see tour". Kids must get actively involved in the learning.

Through "pre", "on", and "post" site activities, our goal is for the student to be pretty well on his way to understanding the relationship between himself and his environment in terms of these five concepts:

AWARENESS

He is aware of the infinite complexity of the environment and all things within it.

USE

He understands how man and other organisms use the environment to meet their needs.

INTERDEPENDENCE

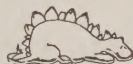
He understands that all things in the environment are interrelated and ultimately dependent upon each other, no matter how small or distant those relationships may be.

CHANGE

He understands that all things in the environment are in constant and continual change - that nothing is static.

ADAPTATION

He understands that as the environment changes, organisms must adapt to insure their survival.



PARK ORIENTATION

Columbia State Historic Park was created in 1945 to preserve and interpret for future generations a typical Gold Rush town. In addition to restoring and preserving the remaining historic structures in the main business section of town, it is planned to reconstruct Columbia as a living community of the Gold Rush Era.

Because Columbia is being presented as a "living town" of the 1850's and 1860's, there are various businesses in actual operation in the park.

Concessionaires who operate these businesses greatly appreciate well-mannered and courteous visitors of all ages. Only five students with a counselor are allowed in a store at one time.

If you wish specific information for groups for the stagecoach ride or mine tour, or any of the other concessions, please write or phone:

Mr. Louis R. Gookin, Stagecoach Rides
P. O. Box 681, Columbia, 95310
(209) 532-1035

Hidden Treasure Mine Tours
P. O. Box 566, Columbia, 95310
(209) 532-9693

Columbia State Historic Park, Gen. Info.
P. O. Box 151, Columbia, 95310
(209) 532-4301

A museum is located at the corner of State and Main Streets in the center of town. All groups should meet the guide or ranger here at their scheduled time unless other arrangements are made.

Public restrooms are located at the large parking lot and in back of the museum. Picnic tables are also available in several locations.

A LOOK AT HISTORY

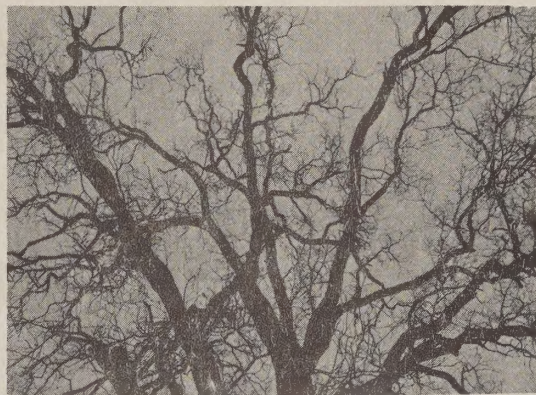
Imagine yourself in the Columbia area and let's turn back the calendar to make a journey through history. We'll stop from time to time to listen to the echoes of the people who have inhabited this site.

EARLY 1800'S

This is "Wolanga-su," my village. My people are MiWok Indians. We are hunters and gatherers living on the wild game, fish, berries, and acorns which we find nearby. In the hot summer some of our people migrate to the higher elevations but they come back to "Wolanga-su" in winter months. Our concial homes are made of overlapping slabs of cedar bark. Over there is the round house where we gather for dancing ceremonies and other tribal activities.

MARCH 27, 1850

Hallelujah! What a find! Here we were,



camping for the night under that big oak tree over there, myself, my brother Dr. Thaddeus Hildreth, and three other fellows. Our blankets got pretty wet in that rain last night so we spread them out and figured to do some prospecting while we waited around for them to dry. John Walker was the first to find "color" over in that little gulch, but it sure didn't take the rest of us long to join him, I'll tell you!

APRIL 27, 1850

Well, word certainly spread fast. Miners have flocked to "Hildreth's Dry Diggings" by the hundreds. They're calling the place "American Camp" now. We had a mass meeting today to set up a local government to preserve order, draw up local mining laws, and make provisions for registering claims. We decided that only Americans or Europeans who intend to become Americans will be allowed to hold claims around here. Major Sullivan was chosen "Alcalde" to administer justice and we picked a three man committee to come up with a more suitable name for our growing town.

MAY 11, 1850

Columbia City, as it's now called, has a population of more than 4,000 persons, living in tents, of course, and digging for gold. Some are making extraordinary finds.

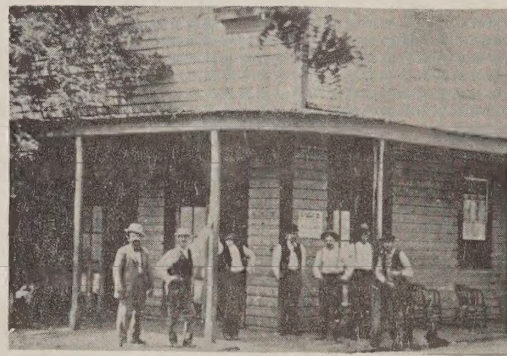
JUNE 22, 1850

The new town of Columbia is looking pretty deserted these days. The foreigner's tax chased some off and the lack of water

discouraged a lot more. Less than twenty miners are sticking it out, hauling the pay dirt down to the water or the water up to the diggings. The rewards are great but so is the work!

MAY 1852

The Tuolumne County Water Company completed its first ditch and flume this month and is bringing in a large volume of water to the locality. The miners are coming back and so are a lot of businessmen.



FALL 1852

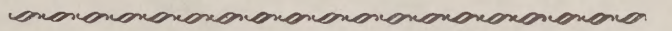
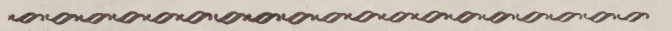
It's plain to see that this little town's had a busy summer. Why, it has about a hundred and fifty places of business now, including seventeen dry goods and provisions stores, four hotels, seven boarding houses, four banking and exchange offices, three express offices, two book and stationary stores, seven bakeries, two barber shops, three meat markets, eight carpentry shops, three silversmiths, three drug stores, one gunsmith, three laundries, four livery stables, one tin shop, one paint shop, one blacksmith shop, two boot and shoe shops, one daguerreotype shop, one brewery, three tobacco shops, two wagon makers, and one printing shop. The town now has five doctors, five lawyers, a school and three churches to serve the large numbers of families arriving in the area. Lots of substantial homes are being built.

JANUARY 1855

Columbia looks a bit different since

that big fire last July. It swept right through the business district burning almost every building in an area a block wide and three blocks long. Most of them were made of canvas or wood. About the only one to survive was Donnell and Parson's brick building. Now we've got more than sixteen new brick buildings with three kilns operating to supply the bricks. Some of the buildings have those fire-proof iron doors and shutters, too.

Yep, this is a thriving community. We've been incorporated for almost a year now. Got about 3,000 people in the town proper with somewhere around 4,000 more in the outlying camps and villages. Mostly it's the young men miners living out there.



AUGUST 25, 1857

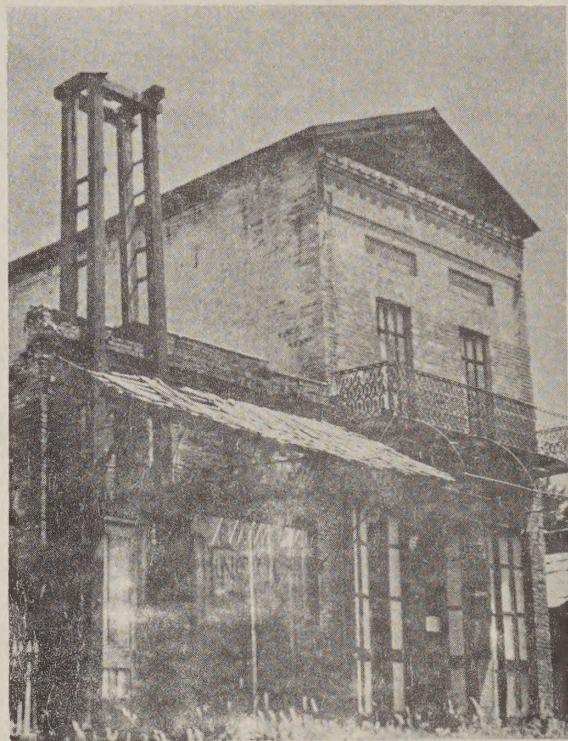
What a disaster! Fire destroyed all frame structures and even some brick buildings in an area of nearly thirteen square blocks today. Six men died in the fire. These volunteer fire companies and their bucket brigades don't stand a chance in a blaze like that!

NOVEMBER 1858

It took four years and cost us a million dollars, but the gigantic water course of the "Columbia and Stanislaus River Water Company" is sure bringing in the water! That old Tuolumne County Water Company charges too much for us miners to pay. Now we can afford to use those hoses and nozzles. This hydraulic mining sure moves the dirt faster. Now we're really in business! The ones who are left that is. Lots of men have moved on to other diggings.

JANUARY 1860

This town now boasts two fire engines. We bought little "Papeete" last October and now we have a more powerful pumping



truck called "Monumental". With 28 men pumping, this beauty can throw four big streams of water. That ought to beat the old bucket brigade! They're still working on those cisterns under the streets. We'll soon have seven of them so we'll have water handy when we need it. We're putting a new big brick schoolhouse up on the hill this year, too. But the gold's getting harder to find around here and the court ordered the water ditch sold to the old Tuolumne County Water Company for only \$78,000. Lots of folks are leaving.

MARCH 29, 1870

The state decided that town government couldn't be supported in Columbia with population so low and they disincorporated the city. Lots of the buildings have been torn down and the vacated sites mined for gold.

1900

Columbia's still a living town though a far cry from what she was in her hey-day. There are 20 or 30 substantial brick buildings in the business section, housing

hotels, general stores, lodges, saloons, and the post office, of course. There are three or four hundred people here now earning their living by quartz mining, cattle raising, farming, (apples and pears grow pretty good) or merchandising here in town. You can see the limestone boulders that used to be under the soil and the big mounds of gravel and boulders along the gulches and streams left by the miners in their search for gold.

JULY 15, 1945

Governor Earl Warren signed a bill today to make Columbia a Historic State Park. It is felt that Columbia typifies a Gold Rush town better than any other town in the state, since it hasn't changed radically and the remaining buildings look pretty much as they did originally.

PRE-SITE ACTIVITIES

BEFORE YOU GO!

IN THE CLASSROOM!



GETTING READY!

AWARENESS: "ENVIRON-NUGGET" OR "LOVE ME/LOVE MY NUGGET"

IMPORTANT NOTE TO THE FACILITATOR: Environ-Nugget is an activity characterized by high interest and mounting anticipation. Therefore, these directions are entirely for the facilitator. Students should not see the steps or the outcome. Teachers should collect present day nuggets (rocks) ahead of time.

TASK A

Group your class into a circle. Give each participant a nugget and call this an "Environ-Nugget".

Give the following directions: Look very carefully at your nugget, noting its color, spots and freckles, bumps, dents, ridges, and scars.

TASK B

After two minutes, give these directions:
Pass the nugget to the person on your left

After one minute, say to the group:
Return this nugget to its owner and get back your own.

After 30 seconds say: Pass to the right.
Get a new one from the left.

After another 30 seconds say: Pass to the right again.

Continue passing the nuggets to the right about three more times, giving each participant time to see enough "strange" nuggets that he will observe many intervening characteristics since he passed his own along the circle.

Have each person put the nugget he is holding in a basket in the center of the circle. Ask each person to find "his own" nugget in the collection there after it has all been dumped out.

TASK C

Conduct a discussion such as the following:
Did anyone have trouble finding his nugget? Why? Why not? (Allow sharing of the characteristics which helped each person to identify his nugget. If some have disagreements, have them verbalize what they remember, trying to reach satisfactory settlement).

Concluding thoughts: We look at nuggets many times in our lives. However, when we really examine one so well that we know its whole "personality," it becomes a sort of friend. The same can be true of the tremendous diversity of "things" in our environment. Those "things" we become attached to are important enough to be protected, appreciated, and used well.



INTERDEPENDENCE: IT'S NOT EASY TO BE A HERMIT

TASK A

Have your class sit in a large circle on the floor. Explain that they are going to discover some of the ways we all depend upon each other. Each student is to pretend he is his parent in his occupational role.

TASK B

Give a ball of yarn to one student. Have him loop the end of the yarn around a finger and then toss the ball to another person who depends upon him or on whom he depends. That person next chooses another, holds on to the yarn, and then throws the ball to him. Each must state the occupation of the person to whom he tosses the ball and also why they are interdependent. Anyone may challenge the validity of the connections. The ball can be tossed to the same person more than once.

TASK C

Discuss the complexity of the web you



have formed. Shut down one of the major industries in town. Have everybody who is affected drop his yarn. What happens to our community? Is another dependency built in? Welfare? Unemployment insurance?

CHANGE

Think about Columbia, you may or may not have visited it before. Write five words that tell how you feel about Columbia right now. (This will be done again in a post setting for comparison of change in feelings after learning occurs.) Save your list.

MORE CHANGE

Available from the County Schools Curriculum Library is a collection of 60 photographs showing the buildings of Columbia as they did appear and as they are now.

Children can be challenged to choose a set of pictures and see how many differences they can find. Pictures are in a ringed binder so they may be taken out for distribution to the children.

NOTE:

Change in picture on page 13.



USE



YELLOW CLUE HUNT

People use other people. When one person can perform a service that another person needs he is of use.

TASK A

Copy and pass out to the class the story of the AKERUE family moving into a new neighborhood.

TASK B

Have students divide into pairs, and using their "super sleuth" intelligence and training go through it again (and again) looking for clues when the Akerue family would need a service, store, information, etc., for any reason. When they find a needed service have them locate it in the Yellow Pages and make a list like this one:

Care for the Dog (type of service)
Sunnybrae Animal Clinic (name of business)
Veterinary Hospitals (Yellow Page heading)

STORY

Mr. and Mrs. Akerue and family have just

moved to our town from another state. Some friends arranged for them to rent an apartment, but they are interested in buying a home since they love the area and plan to stay here. Aunt Jane, who is rather eccentric (and wealthy) lives with them, and even though she is frequently ill with colds and complains loudly about other assorted ills for which she must consult several specialists regularly, insists upon swimming her daily dozen! Problems seem to be coming aplenty at first. John--eight years old and Jean--nineteen, both had accidents. John's was minor though scary. He crashed into a car while riding his bike down a hill. The people insisted that he go to a hospital for a check up. Thankfully, nothing serious was discovered: a broken front tooth and skinned knee--painful, and a good lesson about bike control and responsibility. Jean lost one of her contact lenses and had to have it replaced. Also since the sun was so bright in Sonora, she decided to get some of those new glasses that

darken automatically for when she wasn't wearing her contacts.

Major, the pet dog (they had wanted a male), had puppies--twelve of them! She developed a slight infection but was soon all right after proper care. The puppies were darling but it was a very SMALL apartment and already overcrowded. Mrs. Akerue finally put her foot down and absolutely insisted that Aunt Jane get rid of her rare pet snake, which she did reluctantly.

Jean's car began coughing on the way to college and had to be towed to the repair shop. Mr. Akerue decided it wasn't worth repairing, sold it, and bought a new Ford for Jean to use. About that time eight unfavorable relatives descended upon them and coyly kept hinting about sampling the specialties of the town's own restaurants and maybe they'll be happy and leave. So Mr. Akerue made the necessary reservations and it worked out the way ~~they~~ hoped it would.

The real estate agent called one day

saying he had found a delightful country home for them. He was an honest man, telling them some of the problems, but he still felt certain it was what they were looking for-- an older home, large, with lots of wooded acreage--BUT NO POOL. He suggested a termite check and said it would take some painting and remodeling to put it in shape. Mr. and Mrs. Akerue and the kids loved the place. Even Aunt Jane wanted it as long as a pool could be put in immediately--and she offered to pay for it. Needless to say, the others were enthusiastic about having a brand new pool at no expense for them.

The family moved in and amid the clutter and mess, guess who was having a tizzy? Aunt Jane, of course. She needed her own private phone for her stock market calls and her various doctors and drug stores. It was installed immediately. Furnishing the place was fun, though expensive. The Akerue's had sold most of their furnishings when they left. Mr. Akerue was a stereo buff and had a glorious time planning, shopping for equipment and installing it himself

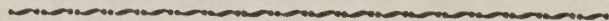
the way he had always wanted. He also insisted upon having a photographic record of everything they did--before and after pictures. She loved art and planned to use a good deal of local art in their new home. Both the Akerues and Aunt Jane enjoyed gardening and were doing the landscaping themselves except for the really heavy work. Aunt Jane was having a large, beautiful patio built adjoining the swimming pool. She was planning to furnish it with redwood furniture.

Before they were really settled John's ninth birthday rolled around. Mrs. Akerue turned over the planning of a big party to Jean, who loved to do that kind of thing. Mrs. Akerue told her she could hire help for the food and entertainment since they weren't settled enough she felt. John wanted to invite all of his new classmates plus several new friends he had made. The party was a smashing success. Well, actually--a couple of windows were smashed accidentally by one of the guests. The boy was so upset that he ran into

the tool shed and locked himself in. No spare keys could be found and help had to be found as it was a very old lock. But, otherwise, things were great.

When everything was completed, Mr. and Mrs. Akerue threw a huge party to celebrate and aside from a few guests falling into the pool with their clothes on, and the new carpet getting a couple of stains on it, everyone had a marvelous time.

Taken from the "Think Book" of the Green Box.



ADDITIONAL PRE-SITE ACTIVITIES

The following films are available from
Columbia State Park upon request:

1. The Gold Rush
2. California Gold Rush Country
3. Life in A Gold Mining Town in the
1850's
4. Papette-The Fire Truck

Check your Tuolumne County A.V. Guide
for additional films.

Also, through the Curriculum Library is
a resource box which contains a gold pan
and directions for use, Mother Lode
History, filmstrips on "Old" Columbia
and "New" Sonora, a "Rocker" cradle, gold
dust, games and other useful materials.
Ask for: Selective Educational Equipment
(SEE) Kit, Family of Man Series, "Early
California Gold Mining Camp."

Finally, a study guide compiled by a
classroom teacher is newly off the press
with both student and teacher editions.
Columbia Study Guide, Lesjack, John J.,
Valley Publishers.





ADAPTATION: SURVIVAL OF THE FITTEST?

To adapt to something is to get used to it. The first week of school, when it seems impossible to get up at 7:00 a.m., you complain and your mother says, "Oh, you'll be used to it." She could very well say, "Oh, you'll adapt." Extinction (or insanity??) occurs when a creature is not able to get used to changes in its surroundings.

TASK A

Ask the kids "What creatures can you think of which once roamed the earth but now are extinct? (A hint might be suggesting they think of science fiction "monsters"). Discuss some of the reasons why these creatures died off. Ask what changes in their environment occurred to which they couldn't adapt (weather, Ice Age, loss of food source, new predators, etc.).

TASK B

Divide the class into groups. Have each group research and find six endangered species. Explain that an endangered species is an animal that might become extinct. Something is changing in its environment, and the animal cannot adapt. Therefore, its very survival is threatened. For each endangered species have the kids record what is causing the changes around it. Mark which of these animals man has influenced (has man hunted the creature for its fur, or polluted the water it lives in?).



MAP LEGEND

1. Hydraulic Mining Site
2. Eagle Cottage
3. 1966 replica Columbia Gazette Office
4. Fallon House Hotel-Theater
5. St. Charles Hotel
6. Livery Stable
7. Ice Cream Cottage
8. Odd Fellows' Hall
9. Angelo's Hall
10. Firehouse
11. Drug Store
12. Office
13. Photography Studio
14. Leavitt and Walker Building
15. William Cavalier Museum
16. Leather Shop
17. Herb Shop
18. Confectionery and Bakery
19. City Hotel
20. Butcher Shop
21. Private Residence
22. Columbia Fire Engine Co. #2
23. Bandstand
24. Franco Cabin
25. Magendie Building
26. St. Charles Saloon
27. Grocery and Equipment Store
28. Two-story Schoolhouse
29. Columbia's Cemetery
30. Jail
31. Little Shop
32. Barn
33. Columbia House Restaurant
34. Wagon Yard
35. Court
36. Native Sons of the Golden West
37. Blacksmith Shop
38. New York Dry Goods Store
39. Barber Shop
40. Cheap Cash Store
41. Private Residence
42. Nelson Candy Kitchen
43. Carpenter Shop
44. Jack Douglass Saloon
45. D.O. Mills Bank Building
46. Prospector's Trading Post
47. Stage Depot
48. Wells Fargo Office

ON-SITE ACTIVITIES

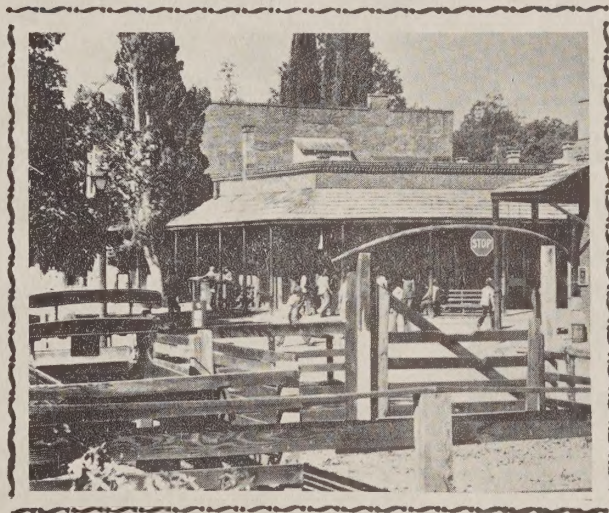
The Orientation Slide Program:

The Park is able to provide slide programs for school groups on a request basis. These talks may be scheduled between the hours of 9:00 a.m. and 3:30 p.m. on a weekday. The slide program provides the student with an introduction to the history of Columbia. The program takes about 25 minutes. Following the introduction, local geology, the Columbia gold discovery and mining methods are discussed. The social and economic world of the miners provides another focus in the program. Emphasis is put on how the miners met their basic needs of food, shelter, transportation and recreation and, also, on how the community met its civic responsibility to provide fire protection and a justice system.

As a demonstration-participation activity, there is available a bucket brigade for fighting fires. Your group

may participate in the bucket brigade at any time with or without the slide talk. A bucket brigade is a very old method of fighting fires. No reservation needed.

Also, gold panning demonstrations may be given on request.



VISIT TO SCHOOLHOUSE

Prior arrangements must be made with the Park Ranger to go inside the schoolhouse. This site could be an all day experience, of actually holding class in the old school room. Some suggested questions to explore.

1. How many children could be seated in this room?

2. What did they use to heat the room?

3. Where did they put their coats and lunches?

4. Do you see a lunch box?

5. What is on the walls?

6. Are there any pictures in the room?

Describe them.

7. What is on the teacher's desk?

8. Are there any drinking fountains?

9. What did they use for restroom facilities?

10. Is there a playground?

What do you think the children did at recess?

11. List all the ways in which going to school now is different from going to school then.

12. Would you like to go to school then?
Why? _____

Divide the group into six-packs and develop games that might be played without equipment!

LIVING HISTORY

Through participation in this activity, the students will understand the environment (Columbia) through living in and recreating natural and cultural environments of the past. This is indeed an all-encompassing activity which will require a great deal of pre-planning. The students can seek out characters through their reading and/or knowledge which they could actually represent on their visitation day by wearing the dress of the day, calling each other by their assumed names, etc. A class could be held in the Pioneer School House, a town meeting planned where all the characters would play an actual role, a square dance or social gathering could be held. Perhaps various crafts or work skills could be taught beforehand and then demonstrated by the students at the Park. A paper could be written. The activities are limitless.

INTERVIEWS

Students could be assigned to family, six-packs, or reporting groups and given a specific shopkeeper or person in the

Park to interview. They would draw up beforehand a set of questions unique to the interviewee. On the visitation day time would be spent with this person. Perhaps arrangements could be made beforehand to have the students spend several hours in the shop, office, etc, "learning the ropes". A culminating activity would be a town meeting where the students would play the role of their interviewee.

LODGE

The Lodge was an important part of the social structure in Columbia. The students could form their own organization, developing a constitution, ritual - pass word, costuming, initiation rites. An election of officers could be held, projects formulated, honors designated, etc.

ACTIVITY: INTERVIEW

Allow at least one hour. Get prior permission from individual businesses.

Walk through the area and interview at least three people who live or work here. Here are some questions to ask:

1. What kind of work do you do?
2. What do you get here that you need?
3. What kind of changes have you seen here?

Record your interviews in some way, and when you get back to class, determine from your interviews how use of this area relates to you. Share this new information with your class.

ACTIVITY: PROVE IT!

Record proof that something in this environment has changed. Sketch, make a rubbing, or write something that somebody told you or think up something.

S-T-R-E-T-C-H your imagination!



POST-SITE ACTIVITIES

WHEN YOU GET HOME AT LAST

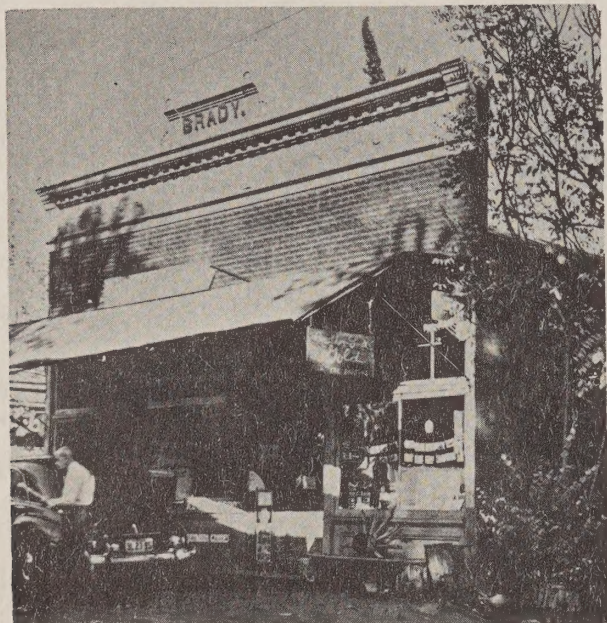


CHANGE

Have the students make a list of feelings about Columbia now that they have visited. Compare this list to the one they made prior to visiting.

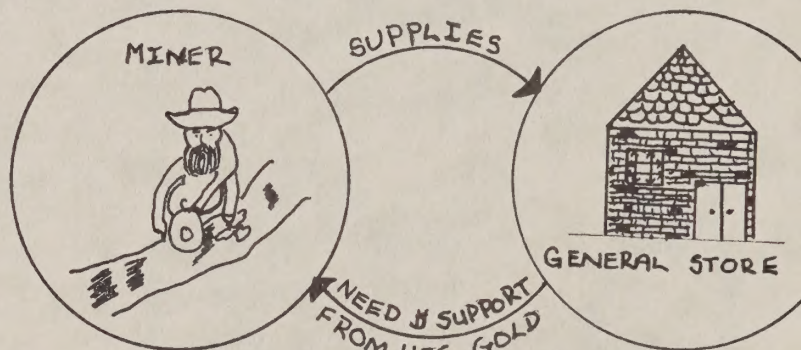
USE

Do a class composition similar to the story of the Akerue family only this time have the family moving to Columbia in the Fall of 1852 (refer to history section). List the services they would need and where they could get them. Compare to the Akerue family list.



INTERDEPENDENCE: WHO NEEDS IT?
 How many examples of things depending on each other can you find? What do they depend on each other for? See if you can complete this puzzle:

1. Fill in the circles with names of people, places, and things from Columbia.
2. Connect the circles by drawing arrows between the circles and writing next to the arrows how they depend on each other.



AWARENESS: WHAT'S THE DIFFERENCE?



COMPARE THIS TOWN WITH
THE TOWN WHERE YOU LIVE!

Fill in your impressions of the differences between both towns.

	THIS TOWN	MY TOWN
<u>Appearances</u>		
<u>Feelings</u>		
<u>Smells</u>		
<u>Sounds</u>		
<u>People</u>		

ADAPTION: SURVIVAL OF THE FITTEST!

TASK C

Ask the class to list man's basic needs when he lived in Columbia on the board (include these: protection from weather; enemies; food; movement; and companionship).

TASK D

Divide into six-packs and have each make a list of what adaptation and inventions man had to make to meet these needs listed on the board. Have each group make a large mural or collage showing these needs and adaptations.

MORE

Do any other animals make things (shelters, tools) to help them adapt? Why is man different from most creatures in this respect? Could this ability itself be an adaptation?

Notes to teacher:

On task C and D.

1. What happened as the gold diminished?
2. What changes did they make as a result of the two large fires?



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